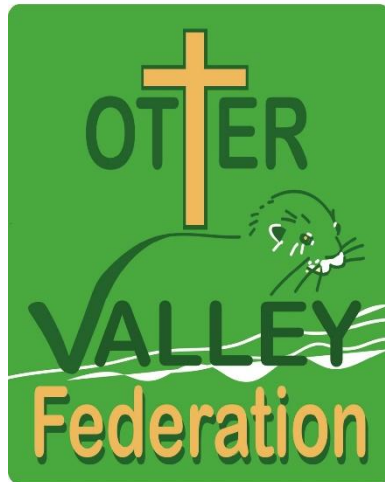


Believing and Achieving Together to be the Best We Can Be



*We aim to reflect God's love, " I have come that they may have life,
and have it to the full."
John 10:10*

Accessibility Plan

November 2025

Otter Valley Federation Accessibility Plan

In the Otter Valley Federation, Feniton and Tipton St. John Church of England (VA) Primary Schools, we aim to provide a welcoming environment which values diversity, promotes equal opportunities and has an ethos of inclusion to enable everyone to live out the school vision **‘Believing and Achieving to be the Best we Can Be.’**

Through living out our HEART Values, Otter Valley Federation strives to ensure that the culture and ethos of the schools are such that, whatever the abilities and needs of members of the schools’ community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

The Governing Board is committed to meeting its public sector duties and acknowledges that we have a statutory duty to:

- Eliminate discrimination, harassment and victimisation.
- Promote equality of access and opportunity within our school and within our wider community.
- Promote positive attitudes to differences and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

This plan should be read in conjunction with the Federation Development Plan, Equality Objectives and Equality Policy. A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day to day activities.

Aims of this plan:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of the education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The Governing Board will recognise its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with: The families of pupils, the Executive Headteacher and other relevant members of staff, and governors.

This plan is reviewed at least every 3 years to take into account the changing needs of the schools and its families, and where the school has undergone a refurbishment.

Access at Tipton St John Church of England Primary School

The school is housed in 2 separate buildings with a public road running between the two. Entrance to the lower site is via a set of steps. We do have a ramp into one of the classrooms, making the lower site accessible to wheelchair users. Also, on the lower site we have access to the village hall for collective worship, lunchtimes and school events. This is fully accessible with a ramp and accessible toilet. The upper site is an old Victorian 2 storey building and can only be accessed via steps. Whilst we acknowledge that the school site could potentially present challenges when moving between buildings, we make reasonable adjustments as the need arises. The school does not have any dedicated visitor parking. Visitors to the school use on-street parking, however suitable arrangements for disabled visitors are made when appropriate. There are disabled toilet facilities available in the village hall only. These are fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked. Personalised evacuation plans are put in place as required.

Management, coordination and implementation and review

- We consult with other professionals and services when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team work closely with the Local Authority.
- We work closely with parents to consider their children's needs.
- The policy is reviewed annually and/or as children's needs change.
- We make links with other schools to share best practice through regular SENCo network meetings and other communications as needed.

Access at Feniton Church of England Primary School

Feniton is a one storey school with a ramp onto the playground enabling wheelchair access throughout, although some door thresholds can be a challenge. There are 2 disabled toilets fitted with a handrail and emergency cord. The school does not have dedicated parking. The school has internal emergency signage and escape routes are clearly marked. Personalised evacuation plans are put in place as required.

Scope of the Plan

This plan covers all three main strands of the planning duty:

1. Improving the physical environment of school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services.

This strand of the planning duty covers aids to improve the physical environment of the school and physical aids to access education. The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture. Aids to

physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept keyboards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils.

In maintained schools the provision of a special piece of equipment or extra assistance will be made through the SEND framework and to a lesser extent through the planning duty which applies to all schools. The distinction between auxiliary aids and services provided through the SEND route and those provided under the planning duty is that the SEND duties relate to the individual, whereas the planning duty relates to the provision of aids or services in terms of the population (and future population) of the school. For example, a pupil with visual impairment might have low vision aids provided through the statement of SEND but the school might as a general measure provide blinds and adjustable lighting through the planning duty.

2. Increase the extent to which disabled pupils can participate in schools' curriculums.

This strand of the planning duty will help to improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training.

Schools will be expected to plan to improve progressively access to the curriculum for all disabled pupils although many adjustments to access will be dependent on individual needs and may be provided through the SEND framework. The accessibility strategies and plans will help to ensure that schools are planning and preparing to respond to the particular needs of individual pupils.

3. Improving the delivery of information to pupils with disabilities.

This part of the duty covers planning to make information normally provided by the school in writing to its pupils – such as handouts, timetables, textbooks, information about school events – available to disabled pupils. This will include alternative formats such as Braille, audio tape and large print and also the provision of information orally, through lip speaking or sign language, through a recognised symbol system or ICT. This information should also be made available within a reasonable time frame and take account of the pupils' disabilities and pupils' and parents' preferred formats.

Otter Valley Federation Accessibility Plan 2024 - 2027

Aims:

1 To gather and use information

3 To improve the delivery of written information to all

2 To increase access to the school curriculum

4 To improve access to the physical environment of the school.

	2024-2025	2025-2026	2026-2027
Gathering Information	<ul style="list-style-type: none"> Monitor participation and achievements of those on the SEND register. EYFS SENDCo at Feniton to support gathering of SEND info and improved communication. Medical Health Care Plans in place and reviewed regularly by SENDCo. Inclusion Governor increases knowledge of SEND through meeting with SENDCo once a term to evaluate pupil progress and provision. TSJ Schools Rebuilding Programme – provide all information. Ensure high quality CPD is provided across the federation to further improve our understanding of equality and diversity and strengthen our provision. (Adaptive Teaching CPD for all teachers / TAs) 	<ul style="list-style-type: none"> Launch new websites Launch MCAS through Bromcom Monitor participation and achievements of those on the SEND register. Inclusion Governor increases knowledge of SEND through meeting with SENDCo once a term to evaluate pupil progress and provision. Planned CPD – zones of regulation. Building a Sharepoint SEND hub of resources to support assessment and identification of need. Have a clear policy for AI and how this information can be effectively and safely used. 	<ul style="list-style-type: none"> Monitor participation and achievements of those on the SEND register. Inclusion Governor increases knowledge of SEND through meeting with SENDCo once a term to evaluate pupil progress and provision. Survey the needs of all those with a disability. CPD
Increasing Access to School Curriculum	<ul style="list-style-type: none"> Consider opportunities to promote diversity through all aspects of the curriculum, e.g. resourcing, study of historical figures, choice of quality reading books etc On going staff training plus specific issues if pupils with disability start. Ensure all spaces promote an inclusive classroom and independence for the pupils. 	<ul style="list-style-type: none"> On going staff training plus specific issues if pupils with disability start. Continue access to Google Classroom. Personalising curriculum and ensuring EHCP targets are met. Rhan and RHats 	<ul style="list-style-type: none"> On going staff training plus specific issues if pupils with disability start at Feniton Undertake Autism Sensory Audit Review hearing loops, provision in classroom and

	<ul style="list-style-type: none"> • Visual timetables and icons are used to support understanding & independence in all classrooms. • Evaluate effectiveness of visualisers to model learning. • Adaptive Teaching CPD for all teachers / TAs • SEND NPQ / Masters completion / Mental Health Lead Training for SMT 		investigate facilities for partially hearing (e.g. Hall). Training for use of microphone
Improving written information	<ul style="list-style-type: none"> • Ensure that the web site explicitly gives SEND information and welcomes a child/ren with SEND needs. • Complete Inclusive Classroom audit of classroom environments. • Introduce a termly SENDCo Bulletin for parents. • Support available for parents to complete forms when there are literacy and sensory difficulties. 	<ul style="list-style-type: none"> • Use of ICT Whiteboards to be evaluated and equipment for dyslexia. • Ensure that parents have the option of getting information in appropriate ways – e.g. large text, simple format. • Redesign of Federation and School Websites for ease of access of information. 	
Improving Physical Access	<ul style="list-style-type: none"> • Ensure consideration given to proposed future development of school – Liaise with LA and Diocese. • Review Personal Emergency Evacuation Plans. • All areas to be kept tidy to ensure physical access is not impeded (e.g coats on floor in cloakroom.) 	<ul style="list-style-type: none"> • Ensure consideration given to proposed future development of school – Liaise with LA and Diocese. • Furniture survey. • New summerhouse at TSJ to provide additional learning space on lower site. 	<ul style="list-style-type: none"> • Ensure consideration given to proposed future development of school – Liaise with LA and Diocese.